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EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

THE College Entrance Examination Board, established by the Association of the Middle States and Maryland, has now passed the experimental

THE COLLEGE
ENTRANCE EXAMI-
NATION BOARD

stage, and, in the marvelously short time of two years, has abundantly proved its right to be part of our national educational life. True, the first year was specially successful, more so than the most sanguine of the promoters imagined; but there were many of our too numerous educational wiseacres who warned us of "new brooms" and of too great ambitions. The pessimist has been completely worsted by the second annual report of the board which has just been issued. It is a record of triumphs. The number of candidates presenting themselves for examination has increased from 973 to 1,362. The number from New York last year was 616, this year it was 650; but the number outside the city last year was 357, while this year it had increased to 712, or an increase of almost 100 per cent.

Forty-one states were represented among the candidates. It is interesting to notice that Chicago ranks next to New York in the number sent up for examination. The increase in this city was over 100 per cent. and will likely increase still more next year when the merits and advantages of these examinations become better known. The questions were a little more difficult this year, but were fair, and represented pretty well what a graduate of a high school ought to know. These are published in book form, and sold for the board by Ginn & Co. No principal of a high school can afford to be without these guides.

It is of considerable interest to examine the ages of the candidates. The classification is as follows:

Age.	Number of Candidates.	Age.	Number of Candidates.
Fourteen years	14	Twenty-six years	5
Fifteen years	90	Twenty-seven years	2
Sixteen years	206	Twenty-eight years	4
Seventeen years	369	Twenty-nine years	1
Eighteen years	289	Thirty-one years	3
Nineteen years	221	Thirty-two years	1
Twenty years	56	Thirty-five	1
Twenty-one years	34	Forty-eight	1
Twenty-two years	13	Age not stated	35
Twenty-three years	12		
Twenty-four years	2		
Twenty-five years	3		
			1,372

It is encouraging to notice that those who were sixteen and seventeen years of age exceeded in number those of eighteen and nineteen, while a surprisingly gratifying number were only fifteen.

The total number of answer-books sent us by these 1,372 students was 12,251, of which 5,267 were read a second time, inasmuch as they had been rated below 60 per cent. The interests of the candidate are excellently safeguarded by this expedient.

But the most interesting table is that in which appears a detailed account of the results of the examination. This ought to be studied in connection with the examination papers.

There are some very interesting statistics in connection with certain subjects. In Latin the high percentage in Cæsar is remarkable. The highest rating was obtained by a larger percentage of students than in any other subject. Latin composition, elementary, and advanced, suffered severely. The examinations in these subjects were not very difficult, but composition in Latin is a neglected branch of our secondary education. Boys and girls are expected to attain proficiency in composition from a study of Cæsar or of Cicero with a little practice in retranslating, or in working over short sentences which illustrate certain idioms. This was the popular doctrine some years ago in connection with the teaching of composition in English, but fortunately times have changed, and special attention is paid to rhetoric and composition; it is no longer merely a subsidiary part of education. The papers in advanced Latin composition this year were easier than those set at the entrance scholarship examinations to the English Public Schools. We have been paying too much attention to the literature and too little to the composition. The report in Greek tells the same tale, but it does not carry as great a lesson because of the less number of students.

The results in history are a little disappointing. In English and American history the percentage obtaining first or even second-class standing is extremely low—only 1.2 per cent. obtaining a rating of 90-100 in either subject, while 17.8 per cent. were in the class rated 0-40 per cent. in English history and 16.5 per cent. in the same class in American history.

A study of the results in mathematics shows us that elementary algebra suffered less than plane geometry; solid geometry claims its usual large share of victims.

The results in advanced French and advanced German help to confirm the opinion that these subjects are best pursued in the college. These examinations might well be omitted.

The following colleges are now represented on the board: Barnard, Bryn Mawr, Bucknell, Colgate, Columbia, Cornell, Johns Hopkins, Lehigh, Massachusetts Institute of Technology, Mount Holyoke, New York, Rutgers, Swarthmore, Syracuse, Union, University of Pennsylvania, Rochester, Vassar, Washington and Jefferson, Wellesley, Western University of Pennsylvania, Woman's College of Baltimore. These are active members. The certificate

	Number of Candidates.	Per Cent. Ratings 90-100.	Per Cent. Ratings 75-89.	Per Cent. Ratings 66-74.	Per Cent. Ratings 50-59.	Per Cent. Ratings 40-49.	Per Cent. Ratings 0-40.	Per Cent. Ratings 40-100.	Per Cent. Ratings 50-100.	Per Cent. Ratings 66-100.
ENGLISH.										
<i>a.</i> Reading	800	5.5	24.1	38.4	7.1	5.7	94.3	87.3	68.6	
<i>b.</i> Study	794	5.4	24.2	35.0	7.6	9.4	91.5	82.2	64.6	
	1,504	5.5	24.1	36.8	7.4	8.2	7.0	93.0	84.8	66.4
HISTORY.										
<i>a.</i> Ancient	52	11.5	19.2	50.0	5.8	11.5	1.9	98.1	86.5	80.7
i. Greek	146	3.4	28.1	44.5	10.9	6.2	6.9	93.1	86.9	76.6
ii. Roman	155	3.9	27.1	41.9	5.8	9.0	12.2	87.8	78.7	72.9
<i>b.</i> Mediæval and Modern	16		50.0	37.5	1.8	6.3	6.3	93.7	87.5	87.5
<i>c.</i> English	253	1.2	8.7	37.6	2.1	16.6	17.8	82.2	65.7	47.4
<i>d.</i> American	339	1.2	14.5	34.2	18.3	15.3	16.5	83.5	68.2	49.9
	961	2.5	17.9	38.8	14.2	12.9	13.8	86.2	73.4	59.2
LATIN.										
<i>a.</i> i. Grammar	540	4.4	17.1	38.1	13.3	15.2	12.1	87.9	72.9	59.6
ii. Composition	534	3.0	7.9	29.9	13.7	19.7	25.8	74.2	54.5	46.8
<i>b.</i> Cæsar	347	33.1	36.6	18.5	3.2	5.8	2.8	97.2	91.4	88.2
<i>c.</i> Cicero	477	10.5	26.4	28.9	7.6	10.1	16.6	83.4	73.4	65.8
<i>d.</i> Virgil, <i>Aeneid</i> , I-VI	388	2.1	17.8	41.8	8.8	13.1	11.3	88.7	70.5	67.7
<i>e.</i> Nepos	39	2.6	10.3	30.8	2.6	25.6	28.3	71.7	46.3	43.7
<i>f.</i> Sallust	14	7.1	...	42.9	...	14.3	35.7	64.3	50.0	50.0
<i>g.</i> Ovid	26	...	30.0	20.0	5.0	10.0	35.0	65.0	55.0	50.0
<i>h.</i> Virgil, <i>Ecl. and Georg</i>	4	...	50.0	...	25.0	...	25.0	75.0	75.0	50.0
<i>i.</i> Virgil, <i>Aeneid</i> , VII-XII	4	...	...	...	...	75.0	25.0	75.0	...	...
<i>k.</i> Cicero, Am, and Sen	2	...	50.0	...	...	...	50.0	50.0	50.0	50.0
<i>l.</i> Advanced Composition	291	1.4	4.8	27.1	8.6	23.1	35.1	64.9	41.9	33.3
<i>m.</i> Sight Translationj	421	5.5	14.9	37.1	12.4	15.7	14.5	85.5	69.9	57.5
	3,081	7.9	17.7	32.0	9.9	15.4	17.0	83.0	67.5	57.6
GREEK.										
<i>a.</i> i. Grammar	190	1.6	10.0	12.1	14.2	18.9	43.2	56.8	37.9	33.7
ii. Composition	166	2.4	12.1	10.2	9.6	9.0	56.6	43.4	34.3	24.2
<i>b.</i> Xenophon	183	3.3	12.1	28.4	15.8	16.9	23.5	76.5	59.6	43.8
<i>c.</i> Homer, <i>Iliad</i> , I-III	135	1.5	20.8	37.8	18.5	9.6	11.9	88.1	78.6	60.1
<i>d.</i> Homer, <i>Iliad</i> , VI-VIII	13	15.4	23.1	30.8	15.4	7.7	7.7	92.3	84.7	69.3
<i>e.</i> Herodotus .....	...	...	...	...	...	...	...	...	...	...
<i>f.</i> Advanced Composition	99	...	9.1	11.1	8.1	16.1	55.6	44.4	28.3	20.2
<i>g.</i> Sight Translation	134	1.5	9.0	9.7	8.2	12.7	58.9	41.1	28.4	20.2
	920	2.1	12.3	18.6	12.8	14.1	40.2	59.8	45.8	33.0
FRENCH.										
<i>a.</i> Elementary	509	2.8	20.2	29.5	14.5	12.0	21.1	78.9	67.0	52.5
<i>b.</i> Intermediate	226	.9	16.4	31.9	17.3	18.6	18.1	66.5	49.2	35.8
<i>c.</i> Advanced	38	...	2 6	13.2	7.9	15.8	60.5	39.5	23.7	15.8
	773	2.1	18.2	29.4	15.1	13.1	22.3	77.7	64.8	49.7
GERMAN.										
<i>a.</i> Elementary	493	2.2	21.7	20.0	12.6	12.4	22.1	77.9	65.5	52.9
<i>b.</i> Intermediate	191	4.7	19.9	30.9	12.6	12.6	19.4	80.6	68.1	55.5
<i>c.</i> Advanced	56	1.8	5.4	25.0	10.8	10.8	46.4	53.6	43.0	32.2
	740	2.8	20.0	29.2	12.4	12.3	23.2	76.8	64.4	52.0
SPANISH.										
	9	...	44.4	11.1	...	11.1	33.3	66.7	55.6	55.6
MATHEMATICS.										
<i>a.</i> Elementary										
i. To Quadratics	810	22.2	22.5	25.7	10.5	8.4	10.7	89.3	80.9	70.4
ii. Quadratics, etc	638	8.5	10.2	34.5	6.4	11.8	28.7	71.3	59.6	53.2
iii. Progressions, etc	355	11.0	11.0	22.5	5.1	6.8	43.7	56.3	49.6	
<i>b.</i> Advanced Algebra										
i. Series	71	2.8	5.6	21.1	11.3	14.1	45.1	54.9	40.8	29.5
ii. Theory of Equations	50	...	4.0	20.0	6.0	8.0	62.0	38.0	30.0	24.0
<i>c.</i> Plane Geometry	782	5.1	14.7	37.9	12.7	12.4	17.3	82.7	70.4	57.7
<i>d.</i> Solid Geometry	249	3.2	6.4	28.9	12.9	15.3	33.3	66.7	51.4	38.5
<i>e.</i> Trigonometry										
i. Plane	207	11.6	17.4	27.5	11.1	14.1	18.4	81.6	67.5	56.5
ii. Spherical	32	6.3	6.3	25.0	6.3	18.7	37.5	62.5	43.9	37.6
	3,194	10.9	14.5	30.3	9.8	11.0	23.7	76.3	65.5	55.7
PHYSICS.										
	222	4.1	21.6	34.7	23.9	10.8	4.9	95.1	84.3	60.4
CHEMISTRY.										
	193	10.4	29.5	31.6	14.5	8.3	5.7	94.3	86.0	74.5
BOTANY.										
	5	20.0	...	40.0	40.0	...	...	100.0	100.0	60.0
GEOGRAPHY.										
	5	...	20.0	20.0	...	...	60.0	40.0	40.0	40.0
DRAWING.										
	130	6.6	22.8	43.4	7.4	8.1	11.8	88.2	80.2	72.8
	11,744	6.7	17.8	31.4	12.4	12.4	19.4	80.6	68.3	55.9

of this board is received and given credit by almost every college in this country, and the principals of many of our secondary schools are using these examinations as a test of graduation. They furnish a standard of judgment wholly removed from any local influence, and these results, combined with the value placed upon the daily work of the pupil, ought to make a satisfactory "leaving examination."

An interesting feature of the work of the board is that it has no "passing mark." It acts as an independent appraiser, fixes the value after a careful examination, and communicates the value to the candidate who presents the certificate at his college port of entry. The board has nothing to do with the standards fixed by the college concerned. This is a very strong point in favor of the system, and as the appraising is done by representatives of the secondary schools as well as of the colleges, the candidates and the general educational public cannot but have full confidence in the certificate issued.

The great success of this movement is due particularly to President Nicholas Murray Butler, of Columbia, to whose skill in organization, to whose enthusiasm in advocacy, and to whose clear discernment of the needs of unification in our higher education, we owe so much. The smoothness with which the comparatively new machinery ran this year proves that the secretary, Dr. Thomas S. Fiske, has studied well the great problem and provided for the many emergencies that always arise in connection with such a large and complicated project.

THE regular autumn meeting was held at Peoria on the 10th and 11th of October, and was one of the most profitable in the history of the club. On

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CLUB* the evening of Friday, Professor H. P. Judson, of the University of Chicago, gave an address on "Civics." It was a straight, common sense, practical talk upon the place that

this subject ought to have in the school life of boys and girls so that they may recognize that intelligent participation in the affairs of government is not only a privilege but a duty and a responsibility that must not be shirked. Especially convincing was his point that too much time was now spent upon the study of the details of our federal and state system, and too little upon the important aspects of municipal government. The elevation of municipal ideals is dependent upon the interest and intelligence displayed in our schools in thinking upon the things that are wise and honest and of good report. It is not so much the wickedness of the bad that we must guard against as the apathy of the so-called good. In the discussion that followed the address it was very apparent that the mastering of the content of the text-book was in this, as in other subjects, the too general practice.

On Saturday, Mr. J. S. Brown, principal of the Township High School of Joliet, read a paper on "The Extension of High-School Privileges in a Community." This fairly bristled with suggestions and provoked a very animated discussion. He recommended that an evening school should be established in

connection with the high school, and gave interesting facts in connection with such a scheme; that the high school should admit students of eighteen years and upward who had not and could not pass the examination for entrance, but who desired to add to their meager education. The number of these would not be large and the proof of their *desire* must be shown by the *work* done during the first few months. The standard for judgment is progress, and the force of Mr. Brown's illustrations of what had been done at Joliet, was greatly strengthened by Superintendent Stableton, of Bloomington, who told of boys working in the stores of that city who attended the high school for one or two hours a day, and whose attendance was full of meaning and help to them and did not disturb "the established order of things" so ardently worshiped by some school men. Principal Thomson, of the Galesburg High School, gave additional strength by illustrations of what had been done in that city, not only for those in the city itself, but for many in the surrounding rural districts whose advantages had been meager, but whose ambition led them to desire something that would enable them to rise. This desire to rise is the heritage of every girl and boy in this country; our literature is full of the lives of men who from the humblest positions in life have risen to the command of the various divisions of our national life. It is only a short time since, at a dinner of great and wealthy men in New York City, it was proposed that as a last toast of the evening some one offer: "The Boy from the Farm." Nobody could be found to act inasmuch as such was the beginning of all present.

The various correspondence study institutions of this country have sprung into being — and into such wide-spread and wealthy being — to satisfy this desire. The education given in many of these is poor, lamentably poor; in many cases it is a *get-learning-quick* scheme, a veneer that will not last when exposed to the rude elements. The public high school, supported by public funds ought to be so organized as to hours, material equipment, and course of study, as to meet the wants of many of these ambitious but meagerly prepared persons who have to labor during part of the day. In many of our cities and towns there are large high schools representing an investment of upwards of \$50,000, and which annually cost a large sum for maintenance. Many of these schools are in session only five hours a day. Is this a paying investment? Five hours a day for manufacturing establishments would be laughed at by the practical man, but we seem afraid to introduce business ideas into school work lest we be thought sordid and material. The church and the school have been the two prominent institutions of our social life which have not been influenced by business progress and into the management of which we have hesitated to introduce business methods. The sacredness of neither would suffer and the usefulness of both would be increased by such a connection.

Again, the idea of too many teachers is that school is a place where recitations are to be held, where the teacher is to find out if John Smith has acquired

the amount of information that was assigned him on the previous day. It is thought by some that the *method* by which the information is to be acquired is of little or no importance. Very likely the teacher has no method himself and so believes in none. The question with him is one of fact. It has not occurred to him that the function of the teacher is to show the pupil *how* to get information, how to attack problems, how to organize knowledge so that it may be useful, how to estimate the comparative value of things in accordance with a higher ethical and intellectual standard—in fine to help him to a training in choice.

The opportunities for aiding self development, for giving these ambitious girls and boys now nearing the ages of maturity ought to be furnished by the public high school. Such aid through the correspondence-study agencies lacks the very essential of successful teaching and successful learning—the influence of life on life, the presence of the interested and therefore interesting teacher.